

# Edwards Hall Primary School

Macmurdo Road, Eastwood, Leigh-on-Sea, SS9 5AQ

## Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not achieve standards that are better than average.
- Achievement over time is not yet good enough, despite some recent improvements in pupils' progress. Over time, teaching has not been consistently good enough to support good achievement.
- Teachers' marking does not give pupils enough guidance on how to improve their basic skills of literacy and mathematics in other areas of the curriculum or in their topic work.
- School leaders know what is needed to improve the school and their actions have led to an increase in the pace of improvement. The full impact of these changes on achievement have yet to be sustained.

### The school has the following strengths

- Effective staff training and management of staff performance since the last inspection have resulted in rapid improvements in teaching so that the large majority is now good and some is outstanding.
- Leaders now have good systems in place to check on pupils' progress and this has led to continued improvement.
- School leaders and managers, including governors have brought the school through a period of staff turnover with minimum disruption.
- Pupils behave well in lessons and around school and the majority show a good attitude towards their learning.
- Pupils enjoy and value school, and this is reflected in their above-average attendance.
- Links and partnerships with parents are strong.

## Information about this inspection

- Inspectors observed 21 lessons or part lessons, including five joint observations with the headteacher or deputy headteacher.
- Discussions were held with the headteacher, the deputy headteacher, senior school leaders, the inclusion manager, groups of pupils, governors and a representative of the local authority.
- Inspectors spoke to pupils informally about school life during breaks and lunchtimes. An assembly was also observed.
- Inspectors heard some pupils read, looked at pupils' work in lessons and looked at a sample of work with members of the leadership team.
- Inspectors observed the school's work and looked at a range of documents, including the school's self-evaluation, the school improvement plan, records of pupils' progress, monitoring information and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 42 responses to the online Parent View survey, two letters received from parents, and 35 questionnaires returned by staff.

## Inspection team

Helena Evans, Lead inspector

Additional Inspector

Sheelagh Barnes

Additional Inspector

David Rosenthal

Additional Inspector

# Full report

## Information about this school

- Edwards Hall Primary School is larger than the average-sized primary school.
- Most of the pupils are White British.
- The proportion of pupils supported by school action is below average and the proportion of pupils supported by school action plus or with a statement of special needs is above average.
- The proportion of pupils eligible for the pupil premium is below average. This is additional funding for children in the care of the local authority, those pupils known to be eligible for free school meals and children of forces families.
- On occasion, alternative provision is used in a nurture group in Eastwood Primary School.
- The school meets government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

## What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching to further accelerate pupils' progress by:
  - providing more opportunity for teachers to share outstanding practice
  - ensuring consistency across all teachers in planning work that is suitable for the different attainment levels of the pupils they teach.
- Improving the consistency of marking across all subjects so that:
  - marking in all subjects matches the quality of that in English and mathematics
  - pupils are clear what they need to do to improve and understand how literacy and numeracy targets link into their work in other subjects.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment in English and mathematics at the end of Year 6 has been average for the last three years.
- Standards in writing at the end of Year 6 are in line with the national average. The focus placed by leaders on developing writing skills resulted in a greater number of more-able pupils attaining the higher Level 5 in English in 2012 than previously. Even so, pupils have not been given enough time to write at length in a range of subjects, so do not practise and develop their writing skills well enough. Handwriting and presentation skills are not good enough, and these have been identified by the school as priorities to address.
- Standards in mathematics are broadly average at the end of Year 6. Progress in mathematics is not as good as in English and this is due to inconsistencies in the teaching of written calculations and problem solving. The school has correctly identified this gap as a continuing priority for improvement.
- Progress in Key Stage 1 has been variable and resulted in average attainment at the end of Year 2. More-able pupils, in particular, do not make the progress they should. The school's tracking data suggests that the current Year 2 pupils are now on track to do better.
- In 2012, the proportion of pupils meeting the expected levels for phonics in the Year 1 national screening was below average. Pupils' skills in reading are now improving as a result of the priority given to teaching them the links between letters and sounds (phonics). The school's tracking data suggest that the large majority of pupils in Year 1 are now making good progress. From an early age, pupils develop an enjoyment of reading. Effective home-school links exist and these support the structured opportunities pupils have in school to develop their reading skills.
- The attainment of pupils eligible for pupil premium funding has been low. Funding is used to provide additional teaching assistants to enable teaching in small groups and access for pupils to a range of visits and after school enrichment activities. Due to this well-targeted support, the eligible pupils are beginning to make faster progress and the gap between their achievement and their peers is narrowing
- Disabled pupils and those who have special educational needs are well supported. The inclusion manager leads an effective team of well-trained teaching assistants and, overall, good provision is made for most pupils, in particular pupils identified as receiving support at school action plus, resulting in them making good progress.
- Children begin their Reception Year with skill levels appropriate for their age in all areas except for reading and writing, which are lower than expected. As a result of excellent home-school links, pupils settle quickly into the school's routines. Good teaching enables children to make good progress and start Key Stage 1 with skill levels above those expected for their age.

### The quality of teaching

### requires improvement

- There is evidence of recent improvements in teaching as a result of leaders' monitoring, training and support, so that the large majority of the teaching seen during the inspection was good. Teaching requires improvement, however, because it has been inconsistent over time and some

inconsistencies in the quality of teaching remain. As a result, pupils' progress has not been rapid enough, especially in writing and mathematics.

- Although teachers generally use assessment well during lessons to check pupils' understanding, there are still lessons where this information is not used to change the activity or the pace of the lesson. For example, in one lesson more challenging work was not given to more-able pupils who had demonstrated their understanding and readiness to move on. This slows the pace of learning down. The pace of learning is also slower when pupils sit for too long on the carpet listening to the teacher
- Teachers mark pupils work regularly and most teachers give specific comments to help pupils improve their work. There are still some inconsistencies across the school. Marking in subjects other than English and mathematics is not as precise as it could be and opportunities are lost to promote literacy skills across different subjects.
- Teachers usually explain clearly to pupils what they are going to learn and how they can succeed in achieving their learning goals. In a Year 4 lesson, for example, pupils were given time to reflect on their use of connectives in a piece of narrative writing, and whether they made their writing interesting to the reader. In a minority of classes, however, teachers told the pupils what they had done wrong without adequate opportunity for pupils to learn from their mistakes and have another go. In another Year 4 class, for example, pupils were engaged in a lively discussion about 'role models', but they were not given the opportunity to develop and reflect on their speaking and listening skills by asking each other questions and reflecting critically on their ability to present a convincing argument
- In the best lessons, teachers engage pupils through discussion and good questioning. For example, in a science lesson in Year 6, the teacher's careful questioning meant that pupils were encouraged to develop their ideas and think critically as a class, independently and in pairs. The level of challenge was high, and by the end of the discussion pupils had a much greater understanding of the difference between prediction and proof.
- Where teaching is good or better, teachers ask questions that deepen pupils' understanding. For example in Year 2 mathematics lesson a child initiated a lively discussion on multiplication by asking the question 'what is  $12 \times 6$ ?' Pupils were encouraged to investigate this, and time was given for them to compare the range of strategies found and the efficiency of these. One girl confidently commented, 'Multiplication is much quicker than addition.'
- In the Early Years Foundation Stage, teaching is good. There is an appropriate balance of child-initiated and teacher-led activities. Teachers skilfully promote children's good attitudes to learning through well-planned and resourced activities that engage and sustain their interest and enjoyment.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons and around the school at playtimes and lunchtimes. Teachers have high expectations and pupils respond well to known routines. Records show that this is typical of behaviour over time. Children agree that behaviour is good in school. One child commented, 'Sometimes we fall out in the playground but this is part of growing up.' Pupils understand the school's code of conduct.
- Good behaviour makes a positive contribution to pupils' learning. However, in some lessons, where pupils sat for too long on the carpet they were too passive and not actively engaged in their learning.

- Children in the Early Years Foundation Stage learn the rules for good behaviour and choose activities sensibly. They work and play well together in the indoor and outdoor classroom.
- Pupils spoken to during the inspection say they like coming to school and feel safe. They are aware of different kinds of bullying, but say that it is rare in school. They say that any instances of bullying are dealt with quickly by their teachers.
- In the online questionnaire, most parents agree that their children are happy and well behaved and the vast majority agree that their children feel safe in school.
- Pupils clearly enjoy and value their school, and this is reflected in the higher than average attendance. Punctuality is generally good. Any lateness is robustly monitored by the school and families are supported to ensure that pupils are at school in time for learning. Good home-school links have been established.

### **The leadership and management are good**

- The headteacher, together with the deputy headteacher have improved the school since the last inspection. Good senior appointments have been made and this relatively new and restructured team is fully involved in helping to improve the school further. They are well motivated and keen to ensure that their own skills and practice develop.
- Leaders have high expectations for the quality of teaching. Leaders check on the quality of teaching and learning and provide good support and guidance where improvements are needed. This has resulted in recent improvements so that a higher proportion of the teaching is good, although leaders appreciate that there is further to go before all teaching results in pupils making the good progress of which they are capable.
- In the drive to accelerate pupils' progress, resources have been used wisely, for example to create smaller classes in Key Stage 1 and Key Stage 2 when setting for mathematics and English so that pupils are taught in smaller groups.
- Teachers and senior leaders are set challenging performance and appraisal targets which are beginning to contribute to school improvement priorities, particularly in raising standards and accelerating pupils' progress
- The recently introduced 'creative curriculum', linking subjects together, is beginning to offer opportunities for pupils to develop and apply their literacy and numeracy skills across different subjects. The range of subjects and activities taught contributes well to pupils' spiritual, moral, social and cultural development. It is enriched by a good mix of after-school clubs, which are very well attended.
- The school has fostered very good relationships with parents and carers. The overwhelmingly positive response from parents, through the online questionnaires or letters received, express their confidence in the school.
- The school has made good use of the expertise from the local authority to raise the quality of teaching and learning.
- **The governance of the school:**
  - Governors are closely involved in the life of the school. They have a good knowledge of its

work. They are aware of the quality of teaching, know what is being done to improve it and make informed decisions about salary increases, linking these to performance. They ensure that the procedures for safeguarding meet statutory requirements. Governors also ensure that the pupil premium funding is spent wisely to help overcome barriers to learning, and they monitor the impact of spending decisions on pupil outcomes.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	134861
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	406571

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Wells
<b>Headteacher</b>	Jim Johnson
<b>Date of previous school inspection</b>	15 March 2011
<b>Telephone number</b>	01702 524470
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